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**ADMINISTRATIVE INFORMATION**

## TERMINAL LEARNING OBJECTIVE:

TASK: Explain various Inspector General Course requirements, procedures, and responsibilities.

CONDITIONS: Given Student Texts (ST), Army Regulations (AR), handouts, and classroom instruction.

STANDARD: Correctly explain IG Course requirements, procedures, and responsibilities in accordance with ST, AR, handouts, and classroom instruction.

ENABLING LEARNING OBJECTIVES: None

SUPPLEMENTARY INFORMATION: Course publications are:

## 1. Guides and Student Texts (ST):

*Inspections Guide*  
*Assistance Guide*  
*Inquiries and Investigations Guide*

ST1 - *Communicative Skills*  
ST2 - *Advance Sheets*  
ST3 - *Fort Von Steuben*  
ST4 - *History of the IG*  
ST6 - *Professional Ethics*  
ST7 - *IG Functions Code Manual*  
ST8 - *Army Reserve Components*  
ST9 - *Fundamentals of Contracting*  
ST10 - *Intelligence Oversight*  
ST11 - *IG Wartime Role*  
ST12 - *Army Quality and the IG*

2. US Army War College text: *Army Command, Leadership, and Management: Theory and Practice*

3. Army Regulations(AR) 20-1, 1-201,381-10, 600-20, & 608-99

4. DOD Publications: DODD 5500.7, DODD 6490.1, DODD 7050.1, DODD 7050.6, Joint Ethics Regulation (JER) (DOD 5500.7R)

5. Handouts

**IG COURSE OVERVIEW**

## TERMINAL LEARNING OBJECTIVE:

TASK: Describe the IG Course

CONDITION: Given the student advance packet, student handouts, and course schedule.

STANDARD: Accurately describe the 3-week IG Course.

ENABLING LEARNING OBJECTIVES: None.

SUPPLEMENTARY INFORMATION: Course Completion Standards: You must achieve an *overall average of 70%* for all quizzes and the final and, at a minimum, *70% on the Final Examination*. Additionally, you must achieve a *GO* on all homework projects to complete the course successfully. Requirements are explained below.

## 1. Course requirements:

a. Earn a *GO* on all graded projects. The projects are all take home and open book. They are:

- (1) Write an *Inspection Finding*.
- (2) Complete an *Assistance Case File*.
- (3) Write a *Report of Investigation (ROI)*.
- (4) Complete the Special Subjects Practical Exercise.

b. Successfully complete all graded quizzes. The quizzes are closed book (CB) evaluations and are administered in class.

c. Successfully complete the final examination. It is a 50-minute CB examination administered on the morning of the last course day.

## 2. Expectations:

a. Your work on graded exercises must be your own. Do not work with anyone else in any way. There are two exceptions mentioned below:

(1) Inspections Homework -- Write a Finding. In the inspections exercise, you will be a member of a team, but

each person on the team will have a different requirement. You are encouraged to talk with the students on your team, but not with those on other teams. There will be three or four teams per table. You may work only with those on your team. This requirement reflects actual IG duty, since in inspections each team will be working on one topic, but each person on the team will write a different finding. In such cases in the field, editing an inspection team's draft is encouraged. However, in this PE, we expect you to work only with your teammate.

(2) Assistance Homework -- Work a case. In this exercise, you will be a member of the Fort Von Steuben IG office. You have received an IGAR and must use the Seven Step process to work the case. Work the case individually. Neatness and accuracy count.

(3) Investigations Homework -- ROI. In this exercise, you may initially discuss the requirement with others, but as soon as you start writing (put pen, pencil, or computer to paper), you must stop working with others. A peer review may be conducted by your table partner, but the ROI must be your own work. Plagiarism is not acceptable.

(4) Special Subjects Practical Exercise. You are required to research and report on a variety of issues related to IG Course Special Subjects. This exercise must be accomplished individually, but with any references available to you (class notes, STs, etc.).

b. Timing. There is no "statute of limitations" on the requirement to do your own work. That is, the requirement to do your own work continues indefinitely. Do not share returned solutions or discuss quizzes or the final examination with future students. You should discuss them with your classmates. This allows all students -- past, present, and future -- to have an equal opportunity to meet the standard.

3. Finally: Each of the graded exercises will be accompanied with specific and detailed instructions. Read them carefully and ask questions.

STUDY REFERENCES: Training Schedule.

**HISTORY OF THE INSPECTOR GENERAL SYSTEM**

## TERMINAL LEARNING OBJECTIVE:

TASK: Describe the history of the Army Inspector General system.

CONDITION: After completing homework assignment and receiving classroom instruction, in a written examination without references.

STANDARD: Explanation will include a description of the von Steuben model, historical constants of the IG system and an overall description of the origins of the Army IG system and relevance to modern day IGs.

## ENABLING LEARNING OBJECTIVES:

1. Understand the origins of the Army Inspector General system and why its history is relevant and important to modern IGs.
2. Understand the "Von Steuben Model" -- why and how it is used today.
3. Identify the four "historical constants" of how Army IGs have been used by commanders since the 18<sup>th</sup> century beginning of Army IG system.

## STUDY REFERENCES:

1. ST 4, *History of the IG*
2. AR 20-1, paragraph 1-6
3. Class notes

## **IG CONCEPT AND SYSTEM OVERVIEW**

### **TERMINAL LEARNING OBJECTIVE:**

**TASK:** Explain the IG system.

**CONDITION:** Given AR 20-1 and classroom instruction.

**STANDARD:** On a closed book examination satisfactorily explain the IG concept and the IG system.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the organization of the IG system from the federal government level to the lowest level where IGs are assigned.
2. Describe IG technical channels.
3. Describe the missions and functions IGs perform.
4. Describe the IG's sphere of activity and the origins of IG authority.
5. Explain the duty restrictions of IGs.
6. Describe the categories of IGs and outline the responsibilities of each.
7. Explain the duty restrictions and special considerations of administrative support personnel.
8. Describe the IG oath.

**STUDY REFERENCE:** AR 20-1.

**SENSING SESSIONS**

TERMINAL LEARNING OBJECTIVE:

TASK: Describe how to conduct a sensing session.

CONDITION: Given ST 1.

STANDARD: Sensing Sessions will be conducted in accordance with ST 1, Chapter 3.

ENABLING LEARNING OBJECTIVES:

1. Understand and be able to describe the definition, purpose, and objectives of a Sensing Session.
2. Plan a Sensing Session.
3. Conduct a Sensing Session.
4. Analyze the results of a Sensing Session.
5. Describe the critical elements of presenting the information to the commander.

STUDY REFERENCE: ST 1.

**IG INSPECTIONS FUNCTION****TERMINAL LEARNING OBJECTIVE:**

**TASK:** Conduct an inspection.

**CONDITION:** Given AR 1-201, AR 20-1, The Inspections Guide, ST 1, ST 3, handouts, classroom instruction, and a topic for an inspection.

**STANDARD:** Successfully follow the inspection process in preparing, executing, and completing an inspection.

**ENABLING LEARNING OBJECTIVES:**

1. Identify the three components which make up the Organizational Inspection Program (OIP) and explain their relationship to each other.
2. Describe the purpose of the OIP, its proponent and coordinator.
3. Explain the meaning of Handoff, In-Process Review (IPR), Standard, Root Cause, Crosswalk, and Initial Assessment (Initial Command Inspection).
4. Explain the Inspection Process and follow it in preparing, executing, and completing an inspection.
5. Describe the Root Cause Analysis Model to develop the underlying cause(s) of a problem.
6. Explain the recommended inspection finding format and write a finding with the appropriate information.

**STUDY REFERENCES:**

1. AR 1-201.
2. AR 20-1: Chapters 1, 3, 4, and 5.
3. The Inspections Guide.
4. ST 1.
5. ST 3.



**IG ASSISTANCE FUNCTION**

## TERMINAL LEARNING OBJECTIVE:

TASK: Resolve Inspector General Action Requests.

CONDITION: Given appropriate reference material, classroom instruction and discussion, seminar work and IGARs.

STANDARD: Correctly identify the Seven step IGAR process used by IGs to resolve IGARs.

## ENABLING LEARNING OBJECTIVES:

1. Describe the Seven Step Process (techniques) used to receive, process, and resolve IGARs.

a. Explain the process of receiving IGARs.

b. Explain how to determine whether an IGAR is appropriate for IG action.

c. Describe how IGARs are acknowledged.

d. Explain preliminary analysis.

e. Explain how IG inquiries are conducted.

f. Explain the purpose of follow-up actions.

g. Explain how IGARs are closed (coding, filing, and sending a final response).

2. Explain the IG's role in ensuring IG records are not used for adverse personnel action (unless TIG approves).

3. Explain who is authorized to release IG records for official use within Department of the Army channels, and who is authorized to release IG records outside of Army channels for non-official use.

4. Explain the purpose and use of the DA Form 1559-R, Inspector General Action Request.

5. Explain what an Acting IG (AIG) may and may not do.

6. Explain the IG's role in resolving IGARs for which there are other formally established appeal channels available.
7. Explain the philosophy of "confidentiality" and why it is ethically comparable to the relationship between a doctor and patient.
8. Explain what information should normally be provided to a complainant once the complaint has been resolved.
9. Explain who may make a complaint to an IG and what, if any, preliminary actions an individual should take prior to submitting a complaint or allegation to an IG.
10. Explain why an IG can never guarantee (to a complainant), "confidentiality" and what steps an IG should take if a complainant's name is to be released during the course of an inquiry or investigation.
11. Nonsupport.
  - a. Explain the IG's role in receiving and resolving nonsupport cases in accordance with (IAW) AR 20-1.
  - b. Explain the commander's role in receiving and resolving nonsupport cases IAW AR 608-99.
12. Explain the appropriateness of IG involvement, including redress available for DoD Civilian employees through other formally established channels in matters such as grievance procedures, appeals of adverse actions, EEO issues, reprisal allegations, and third party complaints.

#### STUDY REFERENCES:

1. AR 20-1, Chapter 1, 3, and 6
2. AR 608-99, Chapter 1, 2, and 3
3. *The Assistance Guide*
4. ST 1, *Communicative Skills*
5. ST 7, *IG and Function Codes Manual*

## **IGAR INTERVIEWS**

### TERMINAL LEARNING OBJECTIVE:

TASK: Resolve Inspector General Action Requests (IGAR).

CONDITION: Given a walk-in complainant and using ST1 and the Assistance Guide.

STANDARD: Correctly receive an IGAR.

### ENABLING LEARNING OBJECTIVES:

1. Employ proper interviewing techniques and principles.
2. Ask the three fundamental questions while receiving a complaint.
3. Advise the complainant of the Privacy Act.
4. Protect confidentiality.

SUPPLEMENTARY INFORMATION: The IG interviewer will identify the issues and allegations if the complainant provides sufficient information.

### STUDY REFERENCES:

1. AR 20-1
2. *The Assistance Guide*
3. ST 1, *Communicative Skills*

**ARMY RESERVE COMPONENTS\_**

## TERMINAL LEARNING OBJECTIVE:

TASK: Explain the systems of command and control (C<sup>2</sup>) for the Army Reserve Components (RC) and discuss various RC-unique programs, systems and readiness issues.

CONDITIONS: Given Student Text (ST-8): *Army Reserve Components*; student handouts; and classroom instruction.

STANDARD: Correctly identify, in a take-home practical exercise, the command structure of the ARNG and USAR, and provide key information concerning several RC-unique programs, systems and readiness issues.

## ENABLING LEARNING OBJECTIVES:

1. Explain the overall system for command and control (C<sup>2</sup>) in the ARNG and USAR.
2. Describe the following RC-unique programs, systems, and readiness issues, including:
  - a. Types of RC duty status (pay and retirement)
  - b. Incapacitation pay
  - c. Types of mobilization and the phases of the mobilization process
  - d. The US Property and Fiscal Officer (USPFO)
  - e. Full-time Support (FTS) program
  - f. Active Component support to the RC

## STUDY REFERENCES:

1. ST 8, *Army Reserve Components*
2. *Army Command, Leadership, and Management: Theory and Practice* (USAWC text), Chapter 13
3. Class notes and handouts

**IG INVESTIGATION FUNCTION\_****TERMINAL LEARNING OBJECTIVE:**

**TASK:** Conduct IG fact-finding.

**CONDITION:** Provided student advance packet, student handouts, and course schedule. Given allegations of impropriety, appropriate guidance, TIG-U reference materials, regulations, and student notes.

**STANDARD:** Resolve the allegations in accordance with the Inquiry & Investigations (I&I) Guide, AR 20-1, and guidance by conducting an IG Inquiry or IG Investigation.

**ENABLING LEARNING OBJECTIVES:**

1. Determine if IG fact finding is appropriate given an allegation and other circumstances. If so, determine which IG method (inquiry or investigation) is preferable.
2. Explain the differences between an IG inquiry and an IG investigation.
3. Determine an individual's rights or non-rights given his role and status.
4. Analyze a complaint and determine the resident allegations and issues.
5. Plan an IG inquiry or investigation.
6. Gather evidence by conducting witness and subject/suspect interviews.
7. Assess evidence, apply the IG standard of proof, and draw appropriate conclusions.
8. Prepare a report of inquiry or investigation.
9. Analyze a request for information or IG records and determine the proper actions to take.
10. Know what actions to take should you receive an allegation against a general officer or senior executive service civilian.

STUDY REFERENCES:

1. AR 20-1, Chapters 3, 6, 7.
2. *Inquiries & Investigations Guide*

**INSPECTOR GENERAL ISSUES\_****TERMINAL LEARNING OBJECTIVE:**

**TASK:** Respond to IGARs relating to allegations of reprisal under the Whistleblower Protection Act, referral for mental health evaluation and equal opportunity (especially allegations of sexual harassment).

**CONDITION:** Given appropriate reference material, classroom instruction and discussion, seminar work and IGARs.

**STANDARD:** Correctly identify the categories and agencies responsible to conduct whistleblower investigations, the elements of a reprisal investigation, IG actions upon receipt of an equal opportunity complaint and the actions the commander may take against an individual found to have harassed another.

**ENABLING LEARNING OBJECTIVES:****1. Whistleblower Protection Act.**

a. Explain the four categories of Whistleblowers and what agency has the responsibility to investigate claims of reprisal for each category of Whistleblower.

b. Explain the four factors (or questions) which establish the framework for an investigation into an allegation of reprisal.

**2. Mental Health.**

a. Explain IG actions on receipt of an allegation of an improper mental health referral to include determining who (what office) can work the case and how.

**3. Sexual Harassment.**

a. Explain IG actions on receipt of an allegation of sexual harassment, to include determining who (what office) can work the case.

b. Explain what actions a command can take against a soldier who is guilty of sexually harassing another individual.

STUDY REFERENCES:

1. AR 20-1, Chapter 1, 3, and 6.
2. AR 600-20
3. *The Assistance Guide*, Chapter II and Appendix E.



**ETHICS\_**

## TERMINAL LEARNING OBJECTIVE:

TASK: Resolve ethical dilemmas.

CONDITION: Given ST 6, classroom instruction, and student handouts.

STANDARD: Successfully resolve ethical dilemmas by using a sound ethical decision making process.

## ENABLING LEARNING OBJECTIVES:

1. Recognize and describe the significance of ethical dilemmas.
2. Define ethics, professional ethics, beliefs, values, norms, and ethical dilemmas.
3. Know the seven essential values of the Army Ethic.
4. Know the three principal sources of professional ethics in the U.S. Army.
5. Use the ethical decision making model to resolve ethical dilemmas.
6. Use the ethical filter to double check your decision.
7. Describe the ethical responsibilities of an IG.

STUDY REFERENCES: ST-6, *Ethics and Standards of Conduct*

**STANDARDS OF CONDUCT****TERMINAL LEARNING OBJECTIVE:**

**TASK:** Demonstrate competency in evaluating standards of conduct.

**CONDITION:** Given ST 6, AR 20-1, DOD 5500.7-R, classroom instruction, and student handouts.

**STANDARD:** Correctly determine whether actions violate standards of conduct

**ENABLING LEARNING OBJECTIVES:**

1. Explain the evolution of Army standards of conduct from AR 600-50 to the DOD Joint Ethics Regulation.
2. Explain the relationship of professional ethics to standards of conduct.
3. Identify the command ethics counselor.
4. Explain the roles of the IG and the command ethics counselor.
5. Given a special situation, apply the standards of conduct principles concerning:
  - a. Preferential treatment of individuals or groups.
  - b. Use of frequent flier miles or other travel benefits.
  - c. Government resources for other than government business.
  - d. Gift giving among DOD employees or to DOD employees from contractors.
  - e. Private commercial activities by members of DOD or their family members.
  - f. Military support to private organizations and fund raising by private organizations.

STUDY REFERENCES:

1. DODD 5500.7
2. DOD 5500.7-R.
3. ST 6.

**EXTENDED PRACTICAL EXERCISE (EPE)**

## TERMINAL LEARNING OBJECTIVE:

TASK: Perform IG functions.

CONDITION: Given an EPE organization briefing and small group classroom setting; each student table group rotates through one day each of assistance, investigations, and inspections practical exercises (PE), using all IG course material issued and classroom instruction previously taught.

STANDARD: Table groups will demonstrate the ability to provide assistance, inspections, and investigations IAW procedures established in course materials and applicable Army regulations.

## ENABLING LEARNING OBJECTIVES:

## 1. Assistance. Students will:

- a. Individually read assistance homework assignment (PE 1).
- b. Use the Seven Step process to work Assistance cases.
- c. Reference AR 20-1 for answers to common Assistance cases.
- d. Complete the backside of DA Form 1559-R to include coding for selected cases.

## 2. Inspections. Students will:

- a. Receive CG's guidance to conduct a special inspection (inspections homework assignment PE 1).
- b. Develop a concept plan.
- c. Work through the inspection process.
- d. Present findings and recommendations to the CG.

## 3. Investigations. Students will:

- a. Receive and act upon a DAIG tasking (investigations homework assignment PEs 1-3).

b. Conduct a preliminary analysis and brief the directing authority.

c. Prepare and brief a plan of inquiry or investigation.

d. Notify and interview witnesses, subjects and suspects IAW an approved investigation plan.

e. Analyze evidence and draw IG conclusions.

f. Prepare a ROI and brief results and recommendations to the directing authority.

STUDY REFERENCES: As a minimum, table groups should have the following references available during the EPE:

AR 1-201.  
AR 20-1.  
AR 381-10  
AR 600-20.  
AR 608-99  
DODD 5500.7.  
DOD 5500.7R  
Inspections Guide.  
ST 1  
ST 3.  
ST 7  
Assistance Guide.  
I&I Guide.

SUPPLEMENTARY INFORMATION. EPE Orientation Briefing:

1. Understand the purpose of the EPE.
2. Understand EPE rules-of-play (e.g., role of the instructors, how table groups accomplish tasks).
3. Establish student functional positions, as appropriate.

**HOW THE ARMY RUNS\_**

## TERMINAL LEARNING OBJECTIVE:

TASK: Explain the reasons IGs must have a basic knowledge of the various Army systems, processes, and procedures, what their inputs and outputs are, and how they interact with one another.

CONDITION: Given the Army Force Integration Diagram, and using the Functional Life Cycle Model, explanation must include how IGs assist in the command, leadership and management processes.

STANDARD: This task is not evaluated.

ENABLING LEARNING OBJECTIVES: None.

STUDY REFERENCE: US Army War College -- *Command, Leadership, and Management: Theory and Practice*.

## SUPPLEMENTARY INFORMATION:

LTG Richard G. Trefry, USA(Ret) served as The Inspector General of the Army from 1977-1983 and was the Military Advisor to the President of the United States from January 1990 through February 1992. He has seen first hand how the Army and the nation operate at the highest levels. Whenever his duties allow, he lectures to the U.S. Army War College, the Command and General Staff College, and the Army Management Staff College.

**IG WARTIME ROLE\_****TERMINAL LEARNING OBJECTIVE:**

**TASK:** Explain inspector general duties and responsibilities during military operations in war and Support and Stability Operations (SASO).

**CONDITION:** After completing homework assignment and receiving classroom instruction, in a written examination without references.

**STANDARD:** Explanation must address the full service, total Army IG, the IG METL, and the IG mission analysis process.

**ENABLING LEARNING OBJECTIVES:**

1. Understand IG role and functions during wartime and SASO.
2. Understand the IG METL and how it is used.
3. Understand the process of IG mission analysis during the various phases of military operations.

**SUPPLEMENTARY INFORMATION:** Student should have a basic knowledge of FM 100-5 "Operations".

**STUDY REFERENCES:**

1. ST 11.
2. AR 20-1.